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Guide for Adults on LATIN AMERICA

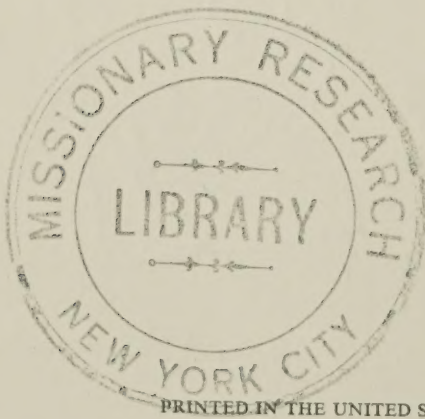
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Now—Latin America!

"We must know and understand each other," a swarthy Mexican gardener said in his soft Spanish as he stood by his rose trees in San Diego. "You to the north and we to the south want peace in the world more than anything else. But we must learn to understand—to understand."

Yes, our friend, we do want peace and perhaps in a more profound sense than you realize. We do want to understand you to the south, and we know that real understanding of other peoples means dedicated study, a giving of time and strength until we feel their problems as ours, share their strength and weakness, and stand by their side to work together for peace in the hearts of men.

In a recent city-wide contest among school children of Brooklyn, eight were chosen by their teachers and fellows as outstanding in helpfulness and good citizenship. Among them was an eleven-year-old Puerto Rican boy. One of our church board secretaries for the West Indies, on seeing the notice in the daily paper, wrote him a friendly letter of encouragement and asked some questions. Back came a reply, part of which reads as follows:

You encourage me to go ahead by the Golden Rule. I say I do, I will, I promise. Not only to you or to my parents or teachers, but to myself and my God. You also wants to know from where did I learn the Golden Rule. I'll answer from my mother, from my teachers, from the ministers of God. Who knows? I'm sure all of them had planted a little bit on my soul—.

What a planting! But someone first understood this lad—his minister, his teachers! God bless them!

So we turn, together, to our fellowship with Latin Americans for the year 1951-52. Now is the time to become thoroughly hemisphere minded, informed—and inspired.

HEMISPHERIC CHRISTIAN FAMILY LIFE

Christian education in America is laying great stress upon the fundamental principles productive of Christian family life and a Christian nation and society.

Part of the emphasis is church family life. Bearing the stamp of renewed Christian family life, our families gather together in churches across the land for a revitalized worship of our Father God. Denominations are joining together as never before to form a family of churches. Then why not dream of hemispheric Christian family life, a binding of brother to brother from sea to shining sea, from the Arctic to the Antarctic as well as from

the Atlantic to the Pacific? The evangelical churches of the United States and Canada, studying this year to understand and help those other members of our family to the south, to whom we are already bound by history, geography, and Christian heritage, will take long strides in the direction of that dream.

ADULT LEADERS, LET'S GET ACQUAINTED

You have been chosen! This is in itself a high compliment. We congratulate you as one of the thousands in our churches who have said "yes" to conducting a mission study group. You did not say "yes" to your pastor, or Mrs. W., or even to your church, alone; you said it to God. And because you said it, he made you his partner. Throughout your hours of preparation and conducting this group, you will feel an inner glow of happiness that "passeth all understanding" because of this partnership. You are going to help him show your group of men and women the immediate "why" of obeying Christ's command to go into all of Latin America and preach his message of salvation. And you with your group will come to see the "how" of carrying his message southward through denominational and interdenominational media. If you move as a worthy workman, you will in the end see the old saying justified: "When we know, we care; when we care, we share."

There are two kinds of teachers at the extremes of the poll: those to whom teaching is an old story and who have confidence in their ability, and at the other end those who are fearful and inexperienced. Here is a word for each. To the first: no two courses are alike. We fall flattest on our faces when we are most sure of our ability; we do our best work when we are the most humble. To the second: you are in historic company. Remember Moses? Look what God did with him! Just take your leadership seriously, allow enough time for preparation well in advance, and stay close to him.

NOW—OF COURSE!

Preparation for this mission study of Latin America should commence as soon as the material is available, and of course that means *now*. Summer-time is not too early; early fall is late enough. You, as leader of the adult group, should saturate yourself with the wealth of available material. This takes time. Of course, the urgency of your planning will depend somewhat on the time of year when the meetings are to be held. In some churches the study will be made in the fall and in others during the late winter.

YOUR ADULT GROUP COMMITTEE

You will need help, and right away. Several heads are better than one, of course. Choose a committee to work with you. The size will depend on the people available. Don't count entirely on reliable church members who are already overloaded. Neither will you want all your committeemen to be inexperienced individuals. But you will need a variety of talents to make your study group most effective, and some person who has not yet shown much leadership may have time to give and talent in abundance.

As you take up your list of church members, you can be sure your committee is there in that list waiting for you to find them. They will be both men and women.

Specifically, what helpers will you need? Here again conditions will decide. May we suggest a few? You should have a group membership scout, one or more, whose job it is to line up members for the group well in advance. This may mean scanning the whole church list and calling on prospects. Don't be content with just the always faithfuls. Ask others as well. Nothing takes the place of personal invitation. See that those without cars are called for. This person or persons might serve as a reception committee to welcome members before each meeting. Cordiality is the business of every member of the committee, but it is well to have some one person responsible.

You'll probably need an artist for posters, and/or one who likes to clip and paste. Someone should be put in charge of publicity, to see that notices go into the church bulletin, the local paper, and if possible on the radio. You may want to place someone in charge of selling the books. You'll need one or more to help plan worship services and lead the music. The room should be arranged by a member who can get there early to see that chairs are in a circle or around a table, flowers placed attractively, the worship center suitably decorated, and so on. Sometimes a young married couple can be worked into this kind of thing. While you may want to lay out the display table for each session yourself, you could have help.

We suggest that your committee meet as soon as possible and that plans begin to grow right now toward full ripening when the date arrives for the opening session.

MEETINGS OF YOUR COMMITTEE

Have copies of your books before you for this first meeting and present them briefly to your committee, helping them see the importance, timeliness, and value of this study. There should be enough copies so that every member may take one of each. An informed committee can give you intelligent backing that would be lacking in a committee that had to guess at what the mission study was about. An enthusiastic presentation will motivate your helpers to go home and read the books.

Be sure to schedule a second meeting at the first.

At the second meeting, lay definite plans. If you have chosen your members with an eye to the responsibility you wish each to take and have explained their work to them, they should come with some ideas as to how they can best function. You should have lots of ideas ready. Where can your poster person get copies of the *National Geographic* suggested in the Supply List? Who has pottery from Guatemala, or a stamp collection, or Mexican figures, for the display table? Maybe you can find this out early. Of course, you will first get as many suggestions from the committee as possible, encouraging them to become in reality the planning committee.

If enough have read the texts by this time, perhaps you will want to get suggestions on how the material can best be handled. Would they like to divide the leadership—say, you conduct Sessions One, Two, and Five,

have Sessions Three and Four group-led, and make Session Six a combined leader-led and group-led meeting? You may wish only to tell them of your plans in regard to the meetings and not take time for this discussion.

YOUR BOOKS

1. *We Americans: North and South*, by Dr. George P. Howard.
2. *He Wears Orchids*, by Miss Elizabeth M. Lee.
3. *The Guide for Adults on Latin America*.

1. The basic book, *We Americans: North and South*, comes from the life and experience of one who calls South America home. He has written the volume *Religious Liberty in Latin America?* and many articles. His is the voice of authority.

In Chapter One, "Meet the Latin Americans," we not only meet them but are treated to one surprise after another concerning their great continent. Chapter Two, "Propaganda for Lampposts," gives us quick closeups of various Protestant lamps that stand steadfast throughout Latin America, with light for the darkest night. Chapters Three and Four give us necessary historical background. Chapters Five and Six bring us Mexico and Brazil; Chapters Seven through Eleven present the Evangelical mission outreach to us clearly and forcefully, with the final challenge to all churches and to all Protestants of North America.

2. *He Wears Orchids*. Everyone loves a story, and when a reader finds eighteen of them in one volume, taken from twelve countries and beautifully told, he knows he has a gold mine! Dr. W. Stanley Rycroft, who wrote the epilogue interpreting and giving background for the stories, says forcefully: "Here is the fruit of the Evangelical church!"

3. *The Guide for Adults on Latin America*. The purpose of this guide is not only to help you in planning group discussions but to suggest ways of interesting the whole church and those outside the church in the problems and opportunities in Latin America. Rarely does the church have the opportunity of studying such a wide range of peoples, customs, and living conditions as we have to consider this year. Such variety should fire the imaginations of all.

OTHER MATERIALS

Ask for material from your denominational headquarters. This is most important in helping the group see the "how" of taking the message to Latin America through your church. Confer with your local librarian. She will be delighted to suggest material when you tell her what you are doing. If your town does not have a library with sufficient material at hand, she will order for you from the nearest city library.

At least one large geographic map of Latin America should be before the group at every session. One group follows the plan of sitting in a circle with several large maps spread on the floor before them, one to each two or three persons, so they can look down and refer to it frequently as they study.

YOU AND THE COURSE

Your first task is to read the two texts through several times, with pencil in hand to underline, comment in the margin, and make notes of ideas that present themselves "out of the blue" as you read. You will be fired with the realization of how much you personally did not know and the privilege that is yours will grip you the more you study.

From the first of your study you may want to commence a scrapbook of articles and pictures from current periodicals and let the class add to it each session.

A current events reporter might handle this in class, collecting clippings from members and bringing all he can find. Or, if your group is notebook-minded, individuals may keep clippings pasted in their books. However, a class scrapbook should be kept, too.

Will you take time for some reading on adult education? You will find great help in *Informal Adult Education*, by Malcolm S. Knowles,¹ especially in Chapter Three, "How to Teach Adults" and Chapter Four, "Group Dynamics and the Art of Leadership."

WORSHIP SERVICES

You may wish to plan your own worship services. The poems of Latin American writers in the section on pages 28 and 29 of this guide may be used during the worship period or at any place in the sessions where you feel they will be effective. Plans for worship are suggested in Sessions Five and Six, and others are to be found in the back of this book.

SUGGESTIONS FOR THE DISPLAY TABLE

The following items might be used on your display table: books on Latin America; posters; baskets, shawls, rugs, mantillas, and wall hangings from Latin America; pictures; collections of Latin American stamps; Bibles in Spanish, Portuguese, and Indian dialects; Latin American flags; cut-and-fold figures on Puerto Rico; curios from Latin America.

AN ALL-CHURCH PROGRAM?

The foregoing suggestions have been directed at helping you in your work as leader of the adult study group. It is to be hoped, however, that you and your group will not be working as an isolated unit within the church. A far more desirable plan would be for the entire church to join in a comprehensive program of mission study, with the three age groups, adult, young people, and children, cooperating for the purpose of outreach. In this case, each group would have its own study sessions, but many activities would be carried out by the three groups acting together.

If such a plan has never been used in your church and if no one has suggested it, why don't you? Talk it over with your pastor and get his reaction to the idea. If he is favorably impressed, he may want to call together an overall planning committee made up of men and women.

¹ New York, Association Press, 1950.

No one can tell any church exactly how such a committee should function, but it must have leadership and daring. "It didn't work before" might be taken into consideration, but not accepted as a deciding factor. Conditions change in all churches from year to year, and hearts may also change!

If leaders have not yet been chosen for the other study groups, this should be done at once, and understudies for the leaders selected. The committee should make these choices carefully and prayerfully. Materials should be provided for leaders and understudies, and they should be made to feel that the whole committee is with them all along the way.

The vital question now before you is: how can you interest the *whole* church?

ADVERTISE

First, you and every member of the planning committee must be really fired and committed! You as individuals are going to do everything in your power to interest others in attending these groups. Then remember "it pays to advertise." This is as true in church work as in other fields. The wide-awake committee will begin putting eye-appeals around long before the weeks of mission study begin. This may be done by posters made with pictures from magazines on life in Latin America. A series of posters on different countries could be displayed one after the other, each left up a week or less. Or you may prefer charts. Look in Chapter One of *We Americans: North and South* for amazing facts that can be shown in diagrams of comparisons. A fertile mind and a ready pen or brush will have a heyday with such material. No apologetic daintiness—make it bold!

A CHURCH SUPPER

Some weeks before the classes commence why not have a "Well, What Do You Know?" supper for all ages at church. This can be made a hilarious affair. Decorate the tables to represent different countries, with a master of ceremonies at each table. Detailed plans for this can be found on page 22 of this guide. Maybe the young people could put this on with some help from adults. Pictures from Latin America might be shown after supper, but do not keep the crowd late. This is just to whet their appetites and curiosity. Out of such a night should come members for the groups who would not otherwise give it much thought.

If the church supper proves to be exceptionally popular, you may want to plan for a pot-luck or covered dish supper preceding each study session, with an early hour for classes so that the children will be able to get their sleep. But please don't plan something that will keep your women in the church kitchen and out of the group, even though some of them insist they "don't mind!"

BETWEEN CLASSES

Then why not schedule another all-church affair, perhaps between Sessions Three and Four, or as part of Session Four, when representatives from each of the three groups bring the entire crowd something they have

learned in the classes, through original skits, sketches of characters, interviews, and so on? Children from six to sixty love to act, remember!

OUTREACH OF THE STUDY

Now let us consider the members of the study groups, including the young people and children, as an inner circle who should feel by the close of the study that they are commissioned to go forth and awaken every corner of the church and community to a consciousness of our hemispheric family. If this purpose is kept in mind through the sessions, the leaders and their committees can make note of any special interest shown by a group member that he could be persuaded to turn into a talk before a Sunday school class, the Women's Association, youth groups, and so on. Perhaps someone is especially interested in Bible distribution in Brazil, or illiteracy in Latin America, or leprosy. Another may want to use one of the impersonations, skits, or dialogues included in the guide.

The colorfulness of Latin America has always appealed to children. If teachers in your public schools know where to find story books on Latin America to read to their children, they will do so gladly. If there is a school library, be sure they receive a list of the best children's books on Latin America and give them copies of the children's texts, as well as the other texts, from Friendship Press for this year. Study halls welcome displays from individual countries if the church offers them. Many schools, elementary, high school, and even colleges will welcome a good speaker at assembly. Such speakers might come out of your leadership class. Or you may be able to contact a national from some Latin American country who is attending a neighboring college. There are audi-visual materials that could be used in many ways.

Yours is the task of alerting your community to the 1951-52 study of all that is implied in the words, *We Americans: North and South*.

Session One

GOALS FOR THIS SESSION

1. To become acquainted with others in the group.
2. To meet our two textbook writers and have a page-flipping introduction to their books.
3. To lay a foundation of facts about Latin America that will awaken the group to its greatness and importance, and to the timeliness of this study.

YOUR PREPARATION

You are thoroughly acquainted with your two texts. Your task this first session is to set the tone of enthusiasm for the work the group will do together. There's no substitute for an enthusiastic leader and you're *it!* Determine beforehand to let nothing discourage you.

Will your committee come early each session for a few minutes of prayer with you in the study or elsewhere? You will all be strengthened if this can be done.

Have ready: pencils, slips of paper or small outline maps of Latin America, colored crayons, a large outline map of Latin America, and split questions, typed. Your display table might contain books from the town library or private libraries, standing up half open, with a background of posters that have been used in the church earlier to call attention to the coming mission study. Or posters may be made for this session. Be sure there is always color on the display table. You will find suggestions for displays on page 7 of this guide.

THIS SESSION

Instrumental music played softly will quiet the members. You should welcome them warmly, even if you have already shaken hands as they came in. A plan for taking the roll, including the listing of addresses and telephone numbers, should have been decided on by the committee before the first session.

Your introduction to the theme of study might be something like this, "We are gathered here to open our study of Latin America, a wonderfully colorful part of the world from a material viewpoint, and a great challenge to us as Christian North Americans. These people, twenty nations of them, a part of our own hemispheric family, are waiting within our reading reach, to be known and sympathetically understood as our hemisphere brothers. Let us bow in dedication to this study."

After the prayer, led by you or one of your committee, continue: "Latin America! What do those words mean to us? Probably there are as many impressions as there are people here. When we say 'Latin America' in this study, we will mean everything from the Rio Grande to the south tip of South America and from Guatemala to the Virgin Isles. (Indicate these extents on the big outline map.) We also mean the many ethnic groups that make up the population of these twenty nations. (See page x in *We Americans: North and South*.)

"Now for a bit of fun!" Here pass out pencils and slips of paper or small outline maps. Explain that two or three minutes (decide which) are to be given to write down the names of the Latin American countries, of course in their proper locations if maps are used. (No help from neighbors, please!) At the end of the allotted time open the text to the map on the back and check the lists. (If maps are used they can be saved in the notebooks to be added to throughout the study.)

Give a few seconds for the group to study the map in the back of the book for the locations of countries and then, with books closed, have individuals come up and write in the names of the countries on the big map with colored crayons.

Find out if anyone in your group has visited Latin America, and get his impressions, but briefly. If he has the ability to lead a discussion or make a contribution with a short talk, save it for another time, so that he can pre-

pare for it. Find out also any display material or contributions of other kinds that any members might make. One of your committee should be making notes on these possibilities.

Why should we as Christian North Americans be interested in Latin America? Note here the first sentence of Chapter Nine. Point out that the United States interfered with armed force in the internal affairs of several Caribbean nations early this century. This practice ended with the Good Neighbor Policy, which dates from the inaugural speech of President Roosevelt in 1933. At that time he dedicated the American nation to "the policy of the good neighbor, the neighbor who resolutely respects himself, and because he does, respects the rights of others; the neighbor who respects his obligations and respects the sanctity of his agreements in and with a world of neighbors." Apply this to us as Christian neighbors. Have we obligations in Latin America?

Now for the texts. Go through the chapters of *We Americans: North and South*, with books open, making stimulating comments on each chapter as you go. After the last chapter you might say: "You see that the door into a new world has been opened a tiny crack for us, but we can push it wide. That new world is ours for the exploring, not only in these group gatherings, but indefinitely into the future."

Now do the same with *He Wears Orchids*, being sure you pronounce names correctly. There's no premium on mispronouncing any man's language! Mention some of the problems facing characters in these stories, but leave the members anxious to "see how it comes out." Pleasure reading and this book are synonymous! Urge them to read it as they would any short story collection, for sheer joy. Children and young people in the family will enjoy hearing some of these stories at mealtime. You might have one of your committee members ready each session to talk with the members as they gather about some one or more of the characters in the book, commenting and discussing. This should not be forced, but if someone lively is given the job, he can make others want to read the stories. Another possibility is to have someone ready to tell one of the stories, perhaps the title story, to the class at this first session. Be sure you get a good storyteller—one who can hold the attention of the group—not a word-to-word canvasser.

Take up Chapter One of *We Americans: North and South*, giving a glimpse of the vastness and surprises of Latin America by a few "did you know?" questions, selected from this chapter. Then pass out the split statements. These are prepared by typing a number of interesting statements, each in two parts, breaking at unexpected places. Examples: Chile has one mountain so full of copper that / it could furnish the world with this metal at the present rate of consumption for the next two hundred years. If all the population of the world were placed in South America, there / would be only 2½ persons to an acre. Guatemala has only one Roman Catholic priest to every / 25,000, while the United States has one to every 3,700 of the total population. This chapter is filled with such material. If the group is large, give out both parts, with a number on the first part only, and give

participants a few minutes to find their partners. This would serve as a social mixer. If the group is small, you can keep the first part yourself and start each statement, or have another person do it. The person holding the last half of a statement must "guess" which sentence it completes. You may want to write down some statements on the board for emphasis as they are read. Or the person having the second part might comment on the statement.

Talk about the strength of Protestantism, as shown on pages 3 and 4. Read aloud the quotation from Turgenev, page 5.

Use the large map to locate the cities mentioned on pages 4 and 5, and bring out in conversation the points of interest about each. A geographic map would be better for this, but the outline map can be used if no other one is available.

Note especially the illiteracy per cent in some of the northern countries. Let the class discuss the problem facing any nation with a high per cent of illiteracy. You might emphasize this by drawing an imaginary line dividing the class in half. Tell them that they are a cross section of a nation with 50 per cent illiteracy. Choose those on one side to be the illiterates, and those on the other to be the literates. For a few seconds, ask them silently to imagine what their lives would be like. Remind the illiterates that they have never read nor written a line; they know only what they can see and hear and feel. Now get an expression from the illiterates. What law would they respect? (Power and the strong man.) Would they live on truth or superstition? Would they have a sense of security? Would they plan for the future? What would be their attitude toward the literates? Then get the literates to talk. Would they accept as equals the illiterates? Would they have patience in business or in the home with "stupidity" because of illiteracy? What kind of government would their nation probably have?

Close with the thought beginning on page 6, "Life in Latin America is not a monument" through "what is the American spirit?" If there is time, members might first make their definition of the American spirit before you write on the board the one given by Dr. Howard, page 7. Let this lead into the closing prayer or worship service.

After this session, talk with the class about group-led sessions, such as three and four, if this is your plan. You might divide the class into two groups, assigning a leader for each to plan the presentation of material on Brazil and Mexico for Session Three and the discussion and round table for Session Four. If your church has work in Brazil and Mexico you should have the material from your board to give out now. Material on any denominational work you have in Latin America should be given out for Sessions Three and Four.

ASSIGNMENT FOR SESSION TWO

Urge members to read the entire book. Chapters One, Two, Three, Four will be taken up in Session Two. And again speak of *He Wears Orchids*, which they will read without assignment.

Session Two

GOALS FOR THIS SESSION

1. To achieve a personal feeling toward the Latin American through role-playing.
2. To deepen appreciation of our Protestant heritage.
3. To understand better the Latin American as a result of studying the factors that influenced colonization and the struggle for independence.

YOUR PREPARATION

Besides the chapters to be studied, one through four, read pages 80 to 83 in *Informal Adult Education*, by Knowles, if possible. (See page 7 of this guide.) Plan role-playing for the opening of this session. (See below and/or the forum dialogue on Chapter Four.)

THIS SESSION

Open with prayer. Welcome any newcomers; see that all have textbooks. If the group organized last session, name the officers and have them stand.

Give a brief résumé of last week's gathering. Take a few minutes to bring out the differences between Latin Americans and North Americans as indicated on pages 6 to 9, making plain that even surface differences often stand in the way of deeper understandings. Then say, "Remember when you used to play you were Uncle Willy, or schoolteacher? We are going to do something quite similar, role-play. Two of our members are actually going to feel what happens inside a North American and a Latin American under two different circumstances. No part has been learned. Our players will put into their own words just what they would say if they were really these characters.

"One character, Don Carlos, is the same in both scenes. He is a Latin American business man. Our other person plays two characters, Fizzing Frank and Simpatico Sam in that order, two opposites, the first our typically aggressive go-getter, the second, as the Spanish word indicates, an understanding, sympathetic, courteous fellow." Here call up the two you have chosen, or have the class choose them. Continue to describe the scene. The following is only a suggestion.

"Don Carlos is sitting at his desk, a little cup of black coffee beside him. (Have a cup ready.) He is writing. Someone knocks. Don Carlos commences to rise to open the door, but Fizzing Frank, with a well-packed briefcase, walks in. He is pleasant but very quick. He tells Don Carlos shortly who he is, that he was here last year, and that he will take but a minute of his time. He turns to a chair, not seeing the extended hand of Don Carlos. Don Carlos sinks back into his chair. Frank says he is sorry he does not speak Spanish, but it is a hard language and he doesn't have

time, and anyway, it won't be long before English will be spoken all over the world. Business is business, you know. Maybe Don Carlos is a druggist and Frank is trying to sell him pharmaceutical supplies, or perhaps he is in some other business. Frank talks hard. Several times Don Carlos tries to interrupt to offer a cup of coffee. When he finally makes himself heard, Frank says, 'No, thanks,' with a wave aside of his hand, 'I haven't formed that habit. It takes too much time.' He tells what 'we do in the North.' Frank sells nothing, of course, terminates his visit with a sudden look at his watch, exclaims about another engagement, and not seeing the proffered hand of Don Carlos, says good-by and rushes out. Don Carlos sinks into his chair with his head in his hand.

"Now another knock. It is Simpatico Sam this time (the same class member). He enters when Don Carlos opens the door, wears a pleasant smile, introduces himself, and shakes hands. He asks about the family of Don Carlos, who remembers that he was here last year just before his daughter was married. Sam takes the offered chair. After a little friendly talk about things of the country, he apologizes for his Spanish, but says that he is studying it and thinks he is making progress. He tells of his own family when asked and accepts a cup of coffee. (Have it ready on a side table.) Don Carlos listens with interest to the sales talk of Sam and explains why he is not ready right now to buy but thinks he will on Sam's next visit. Sam leaves in a leisurely manner, shaking hands with Don Carlos and wishing him well. He leaves his card."

Now, let the chosen members actually do the role-playing. Then ask the two men how each felt after the first scene. Both probably felt really wrought up inside. Frank felt baffled as to what went wrong with his visit. Perhaps he felt aggravated not alone with Don Carlos but with all Latin Americans and wished he were in some other part of the world. Don Carlos never wants to see him again and his estimate of all North Americans has taken a nose dive. Get comments from the class. Of course, the above reaction should come from the role-players, not from you. Then talk about their reactions to the second interview.

If your group is imaginative, you will not need to go into all the details as given above before they commence playing. Give them only as much direction as they need. Try not to take more than twenty or twenty-five minutes for all this. You might close with the story of the North American who said to the Colombian: "Oh, I don't have much use for your courtesy. It doesn't amount to anything; it's just air!" To which the other replied, "Si, señor, perhaps that is true. But air is all there is on the inside of a balloon tire, and it makes the roads of life a lot smoother!" We have much to learn from Latin Americans about making life's roads smoother.

Have someone tell the story of the lamppost from pages 10 and 11 and make the connection with Protestant lampposts. Turn now to the blackboard, where you will have listed the following "lamppost" topics, and deal with them as seems best and time permits: William Morris; William E. Reed; Leprosy Work; Friendship; Triumphant Singing; Martyrs; An Order for More Lamps; Light from Scripture. Under Friendship, page 15, you

may want to imagine for a few seconds what would have been the effect had the Protestant young people not stuck to their ideals. Be sure to bring out the importance of music and group singing, as told on pages 17 and 18. At a homecoming in one of the Cuban churches the question was asked, "What first drew you to the Evangelical church?" Over 60 per cent said it was music in some form.

Close this chapter with the story of the carpenter in Mexico City, pages 23 and 24, and the little girl's letter to the *Washington Post*.

From Chapter Three, point out quickly the good things and the bad that Columbus brought with him, putting the church on both sides. These can be listed on the board, and the class may think of other items to add. Read out loud the Papal Bull, page 27, to understand the term "cross and sword." Discuss why it is more important to understand Spanish and Portuguese history in order to understand Latin Americans than it is to study European and English history to understand North Americans (page 29, The Mold of Conquest, and also page 34, beginning "Latin Americans settled down").

Read the questions on pages 31 and 32 and have someone read from "Let a Frenchman" to "America had a religious faith." Do we have it now?

Pick out the highlights of the section Three Centuries of Spanish Colonial Autocracy and discuss them as time allows.

We suggest handling Chapter Four in a forum dialogue between a present-day Latin American and a North American. This can be prepared before the meeting by two members of the group.

The two speakers will discuss the differences between the backgrounds of the two continents. They might commence something like this:

Latin American: We have much in common, *mi amigo* (*mi amiga* if he is addressing a woman). Let's sit down and talk it over. I hope our friends out there will have something to say, too.

North American: That is fine. Yes, we both come from freedom-loving nations. But our freedom was gained differently. What started you Latin Americans to wanting freedom? (Pages 41 to 43, Ideals of Liberty and Seeds of Discontent. There are many contrasts between the development of the two that the speakers can bring out, with added suggestions from the group. Where there are explanations, they can be opened by a question, such as the one that follows.)

North American: We pitched into pretty adequate self-government as soon as we won our independence. What happened to your ancestors when the shooting was over? (One difference to be discussed is the disunity in Latin America and the unity in North America. Be sure Brazil's development is brought out. When this assignment is given, make it clear how much time you can allow for this. Speakers may use notes if desired. Have the two close by declaring friendship as part of the hemisphere family.)

ASSIGNMENT FOR SESSION THREE

Ask members to reread Chapters Five and Six. Make sure the participants are preparing for Session Three if it is to be group-led.

Session Three

GOALS FOR THIS SESSION

By the close of this session, Brazil and Mexico should be “felt and understood” by every member of the group to the point where he wants to feel and understand much more. If part of the class has prepared and presented this session as suggested on page 6 of this guide, much will have been accomplished. Always keep in mind that “doing” in these sessions is far more valuable than “hearing only.”

YOUR PREPARATION

If this is to be a group-led session, you will of course stand ready to advise. If members of the group seem capable of handling the session alone, you still must know what is being planned to avoid tangles and misunderstandings. This isn't your chance to take a vacation! Of course, you will be enthusiastic and encouraging when they tell you their plans.

THIS SESSION

The group may select from each of the following suggestions as much material as they wish to use.

Suggestion 1: Here is a place to use *He Wears Orchids* very effectively. Whether the session is being led by the group or the leader, the five stories from Brazil and Mexico should be utilized. What a fascinating array of professional persons from these two countries we meet: Frederico Hoehne, botanist, page 3; Eunice Weaver, leprosy worker, page 43; Leo Schneider, musician, page 89; Waltrudes Emrich, evangelist, page 109; Professor Báez-Camargo, author, page 34; Señor Fernando Rodriguez, businessman, page 124.

There are many dramatic ways of presenting these stories:

- a. Group members impersonate the characters (telling the stories in first person).
- b. An enquiring reporter interviews the characters individually or in a group.
- c. A leper tells of Eunice Weaver's work; a member of Schneider's choir speaks; a peon tells of Waltrudes' visit to his home in the mountains; an old friend of Báez-Camargo tells the story of his life; an employee of Señor Rodriguez' furniture store in Mexico City tells of his relations with his workers and his work in his church. The possibilities are almost limitless for giving life to these characters.

Suggestion 2: Material from Chapters Five and Six. Have a leader for each chapter to keep the ball going. Leaders should be chosen by the group.

You are fortunate if any members have made special studies of Brazil or Mexico or have lived in those countries. Make use of them. Avoid lec-

tures, however, unless you have an expert worth listening to. Urge that as many as possible be involved in discussion and presentation. Be sure that the large geographic map of Latin America (and if possible, another of the world, to show Spain, North Africa, and Portugal) is in front of the class.

BRAZIL

How Brazil differs from other South American countries should be brought out graphically, drawing material from pages 32 to 34.

Outline the country's history under these heads: Inquisition; Immigration, Japanese; Missionaries to Portugal; Brazil's wealth. Draw inferences about the resulting present characteristics of Brazilians. Use the world map.

Now take up Protestant Christians in Brazil. "In the realm of spiritual values, statistics do not have the last word." This cannot be overemphasized. The outreach of the message is not confined to place, numbers, nor space.

Here is an opportunity for interviews, from notes if desired, between Dr. Howard and Dr. Inman, Dr. Howard and Dr. Hélio Lobo, pages 56 to 58; Dr. Howard and Dr. Francisco Venancio Filho, pages 58 and 59.

Sum up the achievements, pages 59 to 64, spending a few minutes on Martha Watts and the outcome of her faith. The story of Eunice Weaver in *He Wears Orchids* should be used. Bible distribution might be handled in an interview with a representative of the Bible Society of Brazil.

Suggestion 3: If you are in or near a city you might have a Mexican and/or a Brazilian come speak to the group and answer questions.

Be sure any mission work of your own denominational board in Brazil or Mexico is described in this session.

Close this chapter with the theme: "Protestant penchant for starting something," page 64. Why are Brazilian Protestants pioneers? Why are not North American Protestants fired by this same zeal?

MEXICO

If this chapter is group-led, it might be done by subtitles, giving each member a few minutes to summarize his section, with group comments.

1. "A desert filled with churches," pages 66 and 67.
2. Mexico's Problem. Perhaps two or three should share this, pages 67 to 73. Don't let it be too long.
3. Spiritual Hunger, pages 73 to 76. Discuss theosophy and spiritism.
4. Virgin of Guadalupe, pages 77 and 78. (Get a picture if possible.) Read the reaction of *Tiempo*. Bring out the fact that this kind of thing hurts the Roman Church among many thinking people in Latin America.
5. A Testimony, pages 78 to 82.
6. Bread and Peace, pages 82 and 83.

Let this lead into a circle of prayer for Mexico and Brazil.

ASSIGNMENT FOR SESSION FOUR

Ask the group to reread Chapters Seven and Eight.

Session Four

GOALS FOR THIS SESSION

1. To develop a deep appreciation of the work now being carried on by Protestant forces in Latin America.
2. To realize the need for increasing cooperation between denominations in Latin America.
3. Through the round table to find concise answers to questions all should be asking.

YOUR PREPARATION

If you have been unable to get group-led sessions, plan for the round table discussion on Chapter Eight in time for members to be well prepared to take part. If this is in the hands of a group, they should do the same careful planning. There are fifteen topics in the chapter and all answers are concisely given. If the group is small, several short answers may be given by one person. Urge the participants to prepare their parts so that they will not be disconcertingly dependent on notes. The chairman of the round table, or you as leader, should be familiar with the answers, so that there will be someone to fill in if the need arises. Plan so that nothing lags.

THIS SESSION

Chapter Seven might be discussed from an outline on the board, or the board could be used to show statistics as given by members taking part. The group leader might ask questions of the whole group under the various chapter subheads. Place special emphasis on the importance of united effort in Latin America as well as throughout the world. This is well expressed in the last paragraph of the chapter. Here is a place to comment on the increase of cooperation among churches in the United States, including the formation of the National Council of Churches.

THE ROUND TABLE

Have the participants come to the front and sit in a semi-circle facing the group. The chairman, after a few friendly remarks, begins asking questions and calling on members by name to answer. These questions are all based on material in Chapter Eight, of course. Let answers be informal, not recited, and give a chance for comment and discussion from anyone in the room. The leader should throw in an exclamation, addition, or clarification occasionally and, of course, give entire attention to each speaker as he reports. (No good leader fumbles through notes looking for the next question or an answer!)

If time permits, some might write on the blackboard figures from their reports, such as the 1948 and 1950 financial reports of the Bible Society

of the River Plate Region, page 102, or the three most urgent social problems, pages 106 and 107.

If you prefer, the subject of cooperation, Chapter Seven, might be brought in here instead of above, and if it seems appropriate, discuss cooperation between the different denominations in your city or town. Division into denominations has been difficult for nationals in other lands to understand, and has made mission work in the foreign field difficult in times past.

ASSIGNMENT FOR SESSION FIVE

Before this session closes, urge the members to reread Chapter Nine several times and underline freely in preparation for Session Five.

Session Five

GOALS FOR THIS SESSION

You may wonder why we suggest only one chapter for study here. In the sessions so far, we have been more or less on an information firing squad. Now we need to quiet down and have one leisurely session for consideration of the needs lying before us and in preparation for the last session, which should be a spiritual experience for all. The outline in this chapter is easy to follow, and you should come to the close of Session Five with a deepened sense of the almost untouched fields that lie ahead for the Evangelical church in Latin America.

YOUR PREPARATION

Do you feel thoroughly saturated with this chapter? Then you will lead Session Five well!

We suggest that you prepare a special worship service within this session, just after you have discussed the section of the chapter on Indians. Material will be found in the story "Apostle to the Aymará" in *He Wears Orchids* and in *II Corinthians* 12:7-11. The old hymn, "He's the Lily of the Valley" might be sung as a solo, and the Bolivian national anthem played. (See list of music, page 32 of this guide.) The reason for this choice is found in the story "Apostle to the Aymará."

THIS SESSION

The first sentence of this chapter is thought provoking and should be considered at the outset, perhaps written on the blackboard before the group enters.

Ask, "Why can't we get along without South America?" Business men or women in the group can answer that.

This is a good place for the question: "Why should we establish Evangelical missions in a part of the world that knows Christ when so much of

the world has never heard of him?" The information on existing conditions that has already been given answers this in part; it will be answered more fully in this chapter and the next two. Do not attempt to get an exhaustive answer, but throw out the question. You will probably find many who have heard it asked in private conversation or who have asked it themselves. No one should finish this course without being able to answer that question convincingly.

What is meant by the expression "earthbound spirit" used in this chapter? How do we know that respect for Protestantism is growing in Latin America? Read the account of how E. Stanley Jones discovered the change that had taken place in seventeen years.

LAY MOVEMENT

Why is a lay movement better than a minister-led movement? (It reaches more people; it goes where they live; its outreach is limitless; it fosters independent thinking.)

Is there any such movement now among our churches of the North? What results can be seen here? (Evangelism by laymen and prayer cells could be cited.)

FAMILY LIFE

This will touch the women of your group, especially the problem of double moral standards. A dialogue between a North American woman and a Chilean would be interesting here, bringing out their differences because of circumstances but their common longings. See the section on Family Life for ideas. Let parents imagine home life under these conditions. You might use the stories "The Church in My School" and "Jorgelina's Cornerstone" from *He Wears Orchids*. These can be dramatized or made part of the conversation between the North American and Chilean woman as suggested above. Or they can be discussed as examples of what dedicated women can do in Latin America. The story "Cupid Wins a Convert" would make an excellent monologue, with the story shortened in telling to suit the time available.

Now discuss in order the three groups of Latin Americans that challenge Protestantism; Indians, organized labor, and intellectuals, carefully dividing the time between them. Follow the discussion of Indians with the worship service suggested earlier.

Dr. Erasmo's tribute to Protestantism should be read from the text. In talking about organized labor emphasize the second paragraph of the section on this subject. Comment on the author's belief that communism cannot be blamed for everything!

The story of Dr. Howard's own work leaves us grateful for such vision and dedication. This should lead naturally into a closing prayer for all missionaries.

ASSIGNMENT FOR SESSION SIX

Ask the group to read Chapters Ten and Eleven.

Session Six

GOALS FOR THIS SESSION

1. To achieve a clear understanding of the difference between the tenets of the Roman Church and those of the Protestant churches.
2. To find stimulation for the rededication of each member of the group to the cause of Christ and the determination to carry the information and inspiration of these sessions to others within and without the church.

YOUR PREPARATION

Prayer has been your constant companion throughout these sessions. Now prayer must lead you to reach the goals for this last gathering of the group. Review all the goals and see how they lead to this final session of dedication.

THIS SESSION

You might use the worship service "America! America!" to open the session. Or plan one of your own, using the poem "You and I," by Storni. By this time there should be real fellowship in the group. As the discussion of the differences between the churches progresses you may have to stem overemotionalism or belligerent prejudice on the part of one or more of the members. Some may want to go off into detailed recitals of grievances in a local situation between the great church bodies. If this happens, steer them constantly toward the positive. This study should help such a person to see facts and not just feelings and to align himself intelligently with Protestantism in all the truest sense of its positiveness. We must protest *in favor of*. If we all do a good job of that, we will be kept busy. Keep clearly before the group that you are dealing with doctrines now of both Roman Catholic and Protestant churches, which all of us must understand to be effective Protestants.

All are well aware of the dogma of infallibility of the Roman Church. What is the Protestant answer? (Faith in the capacities of the common man, faith in the self-evidencing power of truth, faith "that this seemingly apathetic universe is on the side of the nation and the society that tries to embody human brotherhood.")

Contrast the development of the countries that have been predominantly Roman Catholic and those that are mainly Protestant. If some member of the group has traveled in the countries of the first group (Spain, Italy, countries of South America) he can give information acquired through experience to bring out the differences. His contribution will be especially valuable if he can contrast facts about Roman Catholic countries with facts about Protestant countries unfamiliar to most of us. (England, the Scandinavian countries, and others.)

Make very clear the meaning of the word "Catholic" from the close of Chapter Ten. Read together on page 136, from "being what we are" to the end of the page.

Before beginning the discussion of the last chapter, have a word of prayer, that each person may rethink clearly his own beliefs, review his own responsibilities in the local church to make Christ and Christ only the ultimate authority, and dedicate himself anew to the sharing of his Living Saviour with Latin America and the world.

Then consider these questions: In the face of the strict regimentation of the Roman Church, is Protestantism the easy way out? Have we made it so in this generation?

Have a short discussion of the preparation required for membership in your church. How changed are lives that take this step? Do we as church members walk among men as those who are under obedience to God hourly, daily? As I go among my fellows, who do men say that I am?

Talk about Christ *within*. Christianity is friend of what? Bring out the "forbiddens" so clearly stated in this chapter of our text.

Protestantism has not taken an "easy out" to Latin Americans. Missionaries have gone in the spirit of the early Christians. See page 138.

Bring out similarities of idolatries and superstitions of the early Christians and those found in Latin America today. See page 139.

Consider man's worth to God versus family and traditional religion. Explain the passage "people who know nothing . . . a true spirit of democracy." See pages 139 and 140.

On what is democracy based? (The Golden Rule.)

What are the perils of our freedom and how has the Roman Church sought to avoid such perils? Read page 141, "But in order . . . destroy their freedom." Do Latin Americans believe that their countries will ever have real religious liberty? Read the quotation from Ruy Barbosa, the Brazilian statesman.

In closing, bring out the individualism of the Latin American and his need of private and internal strength that he may learn to stand with others, that he may overcome his fatalism, and that he may gain Christ-guided confidence that life for him and his children may be truly abundant.

Read *John* 10:7-11, and follow the Scripture reading with prayer. Several members of the group should lead, and the closing prayer may be given by the group leader or the pastor.

All Church Programs

SUPPER MEETING: WELL, WHAT DO YOU KNOW?

From two weeks to a month before the opening of the study sessions, have an all church supper and program on Latin America. Bright posters with color pictures should announce fun and facts for everyone. All ages

should participate. The young people might sell tickets, if that is the kind of supper you plan, and help with table decorations and serving. Or, if the youth group is sufficiently strong, let the young people put on the supper with the backing of the older adults.

Food? We suggest a rice and chicken main dish, known as arroz con pollo or pollo con arroz. This is a banquet dish in several of the Latin American countries and is prepared in different ways. The recipe given below is a popular one.

ARROZ CON POLLO (RICE WITH CHICKEN)

Family size recipe

1 chicken
½ cup oil
¾ pound rice
2 tsp. salt
⅓ cup capers
½ cup olives, cut up
Pimiento
2 cloves garlic
yellow coloring

Cut the chicken into serving pieces. Fry in the oil with the garlic and a few drops of yellow coloring, until tender. Add washed rice to the fat around the chicken. When golden in color, add 3 cups of water and cook slowly, keeping covered to preserve the aroma. The rice should be cooked through but not mushy. Add the salt, capers, and olives. Serve with the rice in the middle of a platter decorated with strips of pimiento and the chicken around the edge. Parsley may be used in decorating, also.¹

With the arroz con pollo serve a green salad, fruit dessert or crackers and cheese with jelly, and coffee to make a typical Latin American meal.

Tables? Each table should have a host or hostess, and each will represent a different country of Latin America. Unless your group is large enough to use all twenty countries, you will choose according to material available for decoration and the material you can find for table discussion. Certainly Mexico and Brazil will be included. (See chapters on these countries in *We Americans: North and South*.) Material for information and discussion may be found in books available through libraries, in Chapter One of *We Americans: North and South*, or in the Pan American Union booklets on the different countries. (See list on page 31 of this guide.) These contain good black and white pictures on glossy paper in sufficient number to make place cards or favors. Color schemes can be obtained from the article and pictures of flags and coats-of-arms in the *National Geographic Magazine*, May, 1949, or from some of the booklets included in the supply list. Color pictures in the various issues of the *National Geographic Magazine* listed on page 31 will give ideas for decorations, also. Poster stickers can be used on invitations to the supper, on place cards, and in other ways. (See list, page 32.)

¹ For other recipes from Latin America, see *Fun and Festival from the Other Americas*.

That Night? As each person enters, pin upon his back the name of a country, and let him find out which table is his by asking questions until he guesses. At each place on the table, have one or more questions about the country. During the meal, the questions should be asked of the host, who will be ready to answer. In fact, he should prepare the questions! He will want to use a map pasted on a cardboard to point out locations. (Be sure you get a geographic map and not just an outline map!)

Let us take one table as an example of what might be done, using Argentina as the country:

Decoration: Small stacks of wheat made from material found in any garden, toy sheep (on green grass for color), small coils of wire to represent metal industries, a group of tumblers or glass dishes to indicate the glass industry, perhaps some cans of meat put up in Argentina and now found in most grocery stores, Argentine flags made of paper.

Questions: What is the climate of Argentina?

(Before giving the answer, let the table discuss the question. It may not be necessary to give all your answer if it is well answered in the discussion. Let it be very informal.) We should say the climates (use map), for Argentina extends over 34 degrees, covering a distance from north to south equivalent to that from Havana, Cuba, to Edmonton, Alberta, Canada. The north or Chaco region is humid, subtropical; the central or pampa district has a temperate, healthful climate, enjoying a large amount of sunshine and, on the whole, adequate rainfall; Patagonia, the southern plateau of great forests, and Tierra del Fuego, south of the Strait of Magellan, correspond roughly in latitude with Labrador, but are made habitable by the southern equatorial current along the continental coast.

2. What is the capital of Argentina?

Buenos Aires, which means good atmosphere. (Locate on map.) It has a population of two and a half million and is the largest city of Latin America and the third city of our hemisphere.

3. What are the leading occupations in the national economy?

Farming, stock raising, mining, industrial work. Wheat growing leads the agricultural list, with other grains, sugarcane, potatoes, and fruits following. We all know of the meat raising in Argentina and the traffic in frozen meats to Europe. There were at one time large herds of wild cattle on the south central plains. The first attempt at herd improvement was made in 1848, only a little more than one hundred years ago.

4. Do the farmers own their land?

One of the principal problems confronting Argentina is the disproportionate number of large estates owned by absentee landowners and cultivated by tenant farmers. The government is endeavoring to correct this situation, but it is very slow work.

5. What is the background of the people of Argentina?

Over 95 per cent of the inhabitants are said to be of European extraction. There are still primitive Indians in the Tierra del Fuego section.

As many questions as are needed can be found with a little study. You may choose a different type of question from the above. The more study

the hosts give to formulating and answering their questions, the more deeply they will become interested in Latin America. If, as the questions are asked, diners at the table can answer them fully, good!

At the close of the meal, the master of ceremonies, using a large map to show locations, might ask the people at each table for one or more items of interest from their country. Someone with a clear, strong voice should be appointed beforehand to represent the group. As the country is introduced have the pianist play a few bars from the national hymn of that country, perhaps having the table stand while it is being played. (These songs may be found in *Excerpts of National Anthems of the American Republics*. See list on page 32 of this guide.)

The rest of the evening should be given to a special feature. The young people might give the play *Brazilian Gold*, by Elliot Field. (See list on page 32.) This is a one-act play with seven characters, three women and four men. The young people would enjoy putting on the play and could enlist the help of older people for coaching and stage setting.

A TALENT NIGHT

We suggest that there be a gathering of the three age groups at one time during the sessions, perhaps on a regular session night not taking too long. This should be a time for exchanging with one another some of the things they have learned. Original dramatizations are always good. The adults can draw from stories in *He Wears Orchids*. Short skits, a dialogue, or an interview of a character by a reporter could be used. Let the children, young people, and adults have a given number of minutes to entertain the whole group. This should stimulate interest in the work being done in other groups and make a uniting tie that will help members carry the message of Latin America beyond the church. Genuine enthusiasm cannot be held down.

Worship Services

I. "WHO WILL SHOW US ANY GOOD?"

Call to meditation: Isaiah 52:7.

Hymn: "Joyful, Joyful, We Adore Thee." (Sing the first verse. Have piano continue to play while the leader or someone else appointed reads the second and third verses. All sing the fourth. Have a silent prayer of adoration, closing with the last two lines of the hymn recited by the leader.)

Leader: A few years ago, a series of earthquakes shook the Dominican Republic in the West Indies Islands. The missionary had a date with the church visitor to go calling on Wednesday following the Sunday on which the shocks began. Arriving at the church, she found Doña Eduardita waiting, her face wreathed in smiles. The missionary questioned the advisability of calling that afternoon when people were nervous. Calmly, Doña Eduardita set aside all argument, and finally said: "Señora, if you want to go

back home, it is perfectly all right. I understand. But I will go, anyway, because—you know—we *have the message they need today!*"

Of course, they went together and everywhere were received with open arms. In one home they visited with a saintly grandmother whose children were not following in her steps of faith. When a shake drove the three off the porch, they went into the garden. There under the mango trees sat the son, his family, and some of his friends, drinking cocktails in a desperate attempt to fortify themselves against the next shock. When they saw Doña Eduardita, their faces lighted up. They begged her to join them and read from her Bible. There, as everywhere else that afternoon, she read the Forty-sixth Psalm. (Read the psalm here.) This has become the earthquake psalm of the Dominican Republic and should be the psalm for all who are fearful.

You and I know that we, the Christians of the world, do have the message that the world needs. On all sides, we are hearing a tremendous question being asked, but it is not a new question. Back in the time of the psalmist, we find these words (*Psalms* 4:6) "There be many who say, who will show us any good?" That is the question the world is asking today, isn't it? And what is the psalmist's answer? Does he blame other nations? his own government? his neighbors? himself for past mistakes? No, he turns his back on the world and says in all humility: "Lord, lift thou up the light of thy countenance upon us."

Then, let us in this quiet time pray with the psalmist, "*Lord, lift thou up the light of thy countenance upon us!*" Only as we reflect the light of our God to a waiting world will others know that we do have the message that they need—salvation through a Living Saviour.

Prayer, followed by a solo, sung softly as a prayer of closing: "Breathe on Me, Breath of God," verses 1, 2, 3.

II. AMERICA! AMERICA!

Soft music.

Call to worship: Psalms 95: 1-6.

Hymn: "My Country 'Tis of Thee."

Leader: Katherine Lee Bates was a professor of English literature at Wellesley College. In 1893, she took a trip west, stopping in Chicago for the World's Columbian Exposition. The "white city" thrilled her, and as she traveled on to Colorado, she took with her the patriotic feeling she had experienced while in Chicago. Then the day came when she stood on the summit of Pike's Peak and beheld the grandeur below and above and caught a vision of the God-given destiny of America. From these experiences, Katherine Lee Bates wrote the hymn that is beloved by all of us, "America the Beautiful." If this poet were alive today, we feel sure she would extend the meaning of her words to all of America, North and South. Throughout, these words apply to all our hemisphere, and in that spirit let us now worship the God of all nations.

(Turn to the hymn in a hymnal or have the words distributed before the service commences. Have the hymn played through softly on the piano. Then the leader should announce that he will read the verses and all will

sing the choruses. Before you begin ask someone with a good voice to lead the group singing from his position in the group. The leader reads slowly and thoughtfully. The verse may be played softly through this reading, except for the choruses.)

Leader: O beautiful for spacious skies,
For amber waves of grain—

Yes, the rolling grain of the plains of Kansas and the shimmering fields of wheat across the pampas of Argentina.

For purple mountain majesties,

The towering Rockies of Canada and the United States and the snow-capped peaks of the majestic Andes.

Above the fruited plains.

All sing: America! America! God shed his grace on thee
And crown thy good with brotherhood
From sea to shining sea.

Leader: From sea to shining sea? Yes, from the Atlantic to the Pacific; from the Arctic to the Antarctic.

O beautiful for pilgrim feet,

Blessed feet of our own pilgrim forefathers and mothers who gave us our Protestant heritage of a living Christ and the steady tramp of the conquerors who followed Columbus with cross and sword.

Whose stern impassioned stress
A thoroughfare for freedom beat
Across the wilderness.

Indeed, freedom of North America and freedom of South and Central America and the islands of the blue sea; freedom gained through tears and bloodshed; freedom dearly won, never to be lost.

All sing: America! America! God mend thine every flaw
Confirm thy soul in self control
Thy liberty in law.

Leader: O beautiful for heroes proved,

Heroes? Yes, George Washington and Abraham Lincoln, Simón Bolívar and José de San Martín.

In liberating strife
Who more than self their country loved
And mercy more than life.

All sing: America! America! May God thy gold refine
Till all success be nobleness
And every gain divine.

Leader: Then let us join the noble band of patriots, black and brown, white and yellow, who make up our great Western Hemisphere. With them let us dream dreams and work unflinchingly toward that day when God's alabaster cities shall gleam, undimmed by human tears!

All sing: O beautiful for patriot dream
That sees beyond the years
Thine alabaster cities gleam
Undimmed by human tears.
America! America! God shed his grace on thee
And crown thy good with brotherhood
From sea to shining sea.

(Close with a prayer for brotherhood, and an amen played by the piano.)

Spanish American Verse¹

YOU AND I

by Alfonsina Storni (*Argentina*)

My house is full of myrtle flowers, yours is full of roses.
Have you seen your doves come to my white windows?
Your house is full of lilies, mine smiles with poppies.
Have you seen twigs from your branches fall into my courtyard?
Your old house is adorned with white and black marble, and white and black
marble lead to my chamber.
If your house lights its lamps, my house is crowned with light.
Do you not hear sounds of mirth coming from mine?
By day, at evening, in the night, I follow you through the forest and the branches.
Do you not perceive that my lips breathe out deep fragrances?
By day, at evening, in the night, I follow you through the forests and the
branches. Do you not hear the leaves breaking behind your steps?
Have you not seen your plants watered, the mulberry trees laden with fruit, the
paths free from litter, the boughs crowded with apples?
The dawn finds me awake, taking care of your house in silence, caring for your
plants, pruning your roses.
Your house throws upon mine, in the evening, its lengthened shadow; and you
never look at its walls laden with roses.
Your courtyards are like mine, the same doves fly through them; and you have
never looked at my house, or gathered my roses.
Your lilies are the same as mine, and the same Octobers make them blossom;
and you have never looked at my house, or gathered my roses.

LITTLE FEET

by Gabriela Mistral (*Chile*)

O tiny feet of children
Blue with the cold, unshod!
How can they see, nor cover you—
O God!

O little feet, sore wounded
By every stone and brier,
Chilled by the snows in winter,
Defiled by mire!

Man, blind, knows not that where you go,
In valley or on height,
You always leave behind a flower
Of living light—

¹ Poems in this section are from *Some Spanish American Poets*, by Alice Stone Blackwell. Philadelphia, University of Pennsylvania Press. Used by permission.

That where your little bleeding soles
You set, O childish feet!
The tuberose in her snowy bloom
Becomes more sweet.

Since in straight paths day after day
Ye travel bare,
Be as heroic, little feet
As ye are fair!

Two little suffering jewels,
Doomed to a bitter lot!
How can the people pass you by
And see you not?

CAIN

by Victor Domingo Silva (*Chile*)

Cain brandishes the blood-stained weapon still
That slew his brother in the days of old.
He goes no longer lashed by raging storms,
Nor feels remorse; grown callous now and bold.
He does not even hear his victim's moans—
He shuts his crime off with a wall of gold.

And yet how plain, how easy were the cure!
The blood and tears with which the world is rife
Will cease when some day we shall comprehend
That union is omnipotent in strife.
Nothing can our united force withstand—
Union from death itself can pluck forth life!

HYMN TO THE TREE

by Gabriela Mistral

O brother tree, fast fixed in earth
By brown hooks 'neath the soil that lie,
Yet raising thy clean brow aloft
With fervent yearning for the sky!

Pitiful make me toward the dross
Whose dark mire feeds me, low and dumb,
Yet never let the memory sleep
Of that blue land from which I come!

Oh, make me rich in giving forth
To equal thee in fruitfulness!
Tree, let my heart, my thought, become
Wide as the world, to help and bless!

Let all of life's activities
Leave me unwearied, like to thee!
From me let mighty lavishness
Flow forth without exhausting me!

Tree that, where'er thy strong trunk stands,
On hill or plain, in every place
Takest the self-same attitude
Of sheltering and protective grace!

So may my soul, in each estate—
Youth, age, joy, grief, whate'er befall—
Still hold the self-same attitude
Of love unchanging, love to all!

Supply List

Publications of Friendship Press included in this list may be obtained through your denominational distributor.

BOOKS

- Discovering South America*, by Lewis R. Freeman. New York, Dodd Mead and Co., 1937. Travel book with photographs.
- Fun and Festival from the Other Americas*, by Rose H. Wright. New York, Friendship Press, 1951. Songs, games, stories, and recipes from our neighbors to the south. 50 cents.
- He Wears Orchids*, by Elizabeth Meredith Lee. New York, Friendship Press, 1951. Biographies of Latin American personalities, written in lively narrative style. Cloth, \$2.50; paper, \$1.25.
- I Lived with Latin Americans*, by John L. Strohm. Chicago, Wilcox and Follett, 1944. 152 photographs by the author.
- Invitation to Mexico*, by Wesley Matzigkeit. New York, Friendship Press, 1951. Includes facts that may be used in map talks and group discussions. 50 cents.
- Latin America, Past and Present*. Boston, D. C. Heath and Co., 1946. Simply written textbook. Chapter 10 gives a brief history of how Latin America came to be what it is today, by countries.
- Looking South*, by Constance M. Hallock. New York, Friendship Press, 1951. Interesting incidents and photographs that show the activities of Latin American young people. Boards, \$2.00; paper, \$1.25.
- Mexican Village*, by Josephina Niggli. Chapel Hill, University of North Carolina Press, 1945. Ten charming stories.
- On Our Own Doorstep*, by Frank S. Mead. New York, Friendship Press, 1948. An important section of this book on our home mission outposts is devoted to Puerto Rico. Cloth, \$1.50; paper, 90 cents.
- On This Foundation*, by Stanley Rycroft. New York, Friendship Press, 1942. An authoritative account of Evangelical Christianity in Latin America. 50 cents.
- Other Americas, The*, by Edward Tomlinson. New York, Charles Scribner's Sons, 1943. Illustrations, history, chatty reading. All countries of Latin America.
- Other Spanish Christ, The*, by John Mackay. New York, The Macmillan Co., 1943. An Evangelical scholar appraises the religious life and teaching prevalent in Latin America.

Religious Liberty in Latin America?, by George P. Howard. Philadelphia, Westminster Press, 1944. Interviews concerning Protestantism in Latin America with leaders of most of the twenty nations.

To Make the People Strong, by A. Edward Stuntz. New York, The Macmillan Co., 1948. Our good neighbor policy described.

We Americans: North and South, by George P. Howard. New York, Friendship Press, 1951. The study text, written with rare insight by an Argentinian citizen of North American parentage. Cloth, \$2.00; paper, \$1.25.

A more detailed list of books on Latin America may be obtained by sending a request and 10 cents to the Missionary Research Library, 3041 Broadway, New York 27, New York.

MAGAZINE ARTICLES

"Latin America," in *Atlantic Monthly*, Feb., 1951.

"Puerto Rican Story Behind the Plot to Kill Truman," by Henry La Cossett, in *Look*, Feb. 13, 1951.

"What's Been Happening South of the Border," from *La Prensa*, reprinted in *Reader's Digest*, Dec., 1950.

From *National Geographic Magazine*:

"Brazil's Land of Minerals," by W. Robert Moore. Oct., 1948.

"Carib Cruises the West Indies," by Carlton Mitchell. Jan., 1948.

"Cruising Colombia's Ol' Man River," by Amos Bierg. May, 1947.

"Cuba—Sugar Bowl," by Melville B. Grosvenor. Jan., 1947.

"Exploring the Past in Panama," by Matthew W. Stirling and Richard H. Stewart. Mar., 1949.

"Flags of the Americas," by Elizabeth W. King. Excellent color pictures of all flags and coats of arms and the history of each. May, 1949.

"Guatemala Revisited," by Luis Marden. Oct., 1947.

"Keeping House for a Biologist in Colombia," by Nancy Bates. Aug., 1948.

"On the Trail of La Venta Man" (Mexico), by Matthew W. Stirling. Feb., 1947.

"Purple Land of Uruguay, The," by Luis Marden. Nov., 1948.

PAMPHLETS AND MISCELLANEOUS

Flags of the American Republics. Printed rayon mounted on staffs with gilded wooden spears. American Flag Co., 73-77 Mercer St., New York 12, N. Y. 2 by 3 in., \$2.35 per set of 21 flags; 4 by 6 in., \$4.45 per set.

Flags of the United Nations. Paper, 2 by 3 in. Includes flags of the 21 American republics. American Association for the United Nations, 45 East 65th St., New York 21, N. Y. \$1.00 per set of 59 flags.

Latin American Students in U. S. A. Colleges. List published by the Committee on Friendly Relations with Foreign Students, 291 Broadway, New York 7, N. Y. 10 cents.

Pamphlets on Mexico. Tourist Department of the Mexican Government. Address: Luis Couttonlenc, 630 Fifth Ave., New York 20, N. Y. Free.

From the Pan American Union, Washington 6, D. C.:

Adventure in Taste, by Dorothy M. Tercero. Latin American recipes. 5 cents.
Americas at a Glance, The. A sheet with the population, area, capitals, principal exports and imports of all the American countries. Free.

- Booklets on Each Country with Black and White Photographs.* Order by countries. 10 cents each.
- Children in Latin American Art.* 12 pictures, black and white, on 9 by 6 in. glossy paper. Good for posters. 25 cents per set.
- Contemporary Art in Latin America, No. Two.* 24 pictures, black and white, on 9 by 6 in. glossy paper. Reproductions of Latin American art. Booklet with information on artists. Good for posters. 35 cents per set.
- Pan America in Poster Stamps.* 24 gummed stickers of scenes in color, 1½ by 2 in., bearing the slogan "Know the Americas." Accompanied by an explanatory booklet. May be used on place cards, notices, invitations. 15 cents per set.

AUDIO-VISUAL MATERIALS

Audio-visual materials may be ordered through your denominational distributor.

- Latin America is Big.* New sound film strip on missions in Latin America. Purchase price \$10.00 with one long-playing record.
- Out of the Dust.* 44 min., black and white, 16 mm., sound. Story of missionary influence in Mexico and Cuba. Rental \$10.00.
- Wings to the Word.* Black and white, 16 mm., sound. The new motion picture on Latin America produced by the Protestant Film Commission. Rental probably \$10.00.

For a complete list of audio-visual materials recommended for the Latin American study, send a request and 10 cents to Dr. Gilbert Q. LeSourd, 156 Fifth Ave., New York 10, N. Y.

A PLAY

- Brazilian Gold,* by Elliot Field. New York, Friendship Press, 1943. 35 cents.

MUSIC

- Anthems of the United Nations.* The Boston Music Co., 116 Boylston St., Boston 16, Mass. \$1.25.
- Excerpts of National Anthems of the American Republics.* For piano. 25 cents. Pan American Union, Washington 6, D. C.
- Latin American Song Book, The.* Ginn and Co., 72 Fifth Ave., New York 11, N. Y. \$1.76.
- Whole World Singing, The,* by Edith Lovell Thomas. New York, Friendship Press, 1951. \$2.75 cloth; \$1.50 paper.

PROMOTION MATERIALS

- Display Packet.* This packet contains: big, colorful posters showing every one of the 1951 books of Friendship Press on both home and foreign themes; a big, six-color map of Latin America that gives a striking background for a book display; sturdy display stands, tape, and thumb tacks for setting up exhibits; a large illustration sheet showing effective displays you can set up, with instructions on how to do it; a sales packet with data on every Friendship Press book for the year. New York, Friendship Press, 1951. \$2.00.
- Recording.* A phonograph record that brings you the authors of some of the Friendship Press books. In a lively way they present their personal points of view and talk to your group. One side of the record is on the home theme, the other side on the foreign theme. This disc is playable on any standard home phonograph, either stationary or portable. You'll have great success with it at meetings of all kinds. \$1.25.